

KS1 Topic Title: Let's Pretend!

Term: Autumn 2 (Year 2)

Weeks: 7 Weeks

Events:

Subject	NC Objectives	Learning Outcomes & Assessment
History	<p>Content</p> <ul style="list-style-type: none"> ▪ Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. <p>Aims</p> <p>The national curriculum for history aims to ensure that all pupils:</p> <ul style="list-style-type: none"> ▪ understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses ▪ understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed 	<p>All children should be able to:</p> <ul style="list-style-type: none"> • Explain what they know about toys today. • Explain how we can find out about the past. • Describe features of different toys. • Recognise old and new toys. • Use words relating to the passing of time. • Compare two toys from different time periods, identifying similarities and differences. <p>Most children will be able to:</p> <ul style="list-style-type: none"> • Identify different sources we can use to find out about the past. • Ask and answer simple questions. • Use words and phrases relating to the passing of time. • Compare two toys from different time periods, identifying similarities and differences and begin to suggest reasons for this. <p>Some children will be able to:</p> <ul style="list-style-type: none"> • Begin to question and debate the reliability of sources. • Think of some questions for their own enquiries into other aspects of everyday life which may interest them, for example food or houses. • Compare two toys from different time periods, identifying similarities and differences and suggest sensible reasons for this.
D&T	<p>Content</p> <p>When designing and making, pupils should be taught to:</p> <p>Design:</p> <ul style="list-style-type: none"> ▪ design purposeful, functional, appealing products for themselves and other users based on design criteria <p>Make:</p>	<p>All children should be able to:</p> <ul style="list-style-type: none"> • Judge existing products on a simple scale. • Use a graphics program to create a simple design. • Work with support to cut out a fabric shape. • Start to demonstrate how to create a basic stitch. • Decorate a piece of fabric.

	<ul style="list-style-type: none"> ▪ select from and use a range of tools and equipment to perform practical tasks. ▪ select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics <p>Evaluate:</p> <ul style="list-style-type: none"> ▪ explore and evaluate a range of existing products ▪ evaluate their ideas and products against design criteria <p>Aims The national curriculum for design and technology aims to ensure that all pupils:</p> <ul style="list-style-type: none"> ▪ develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world ▪ critique, evaluate and test their ideas and products and the work of others ▪ understand and apply the principles of nutrition and learn how to cook. 	<p>Most children will be able to:</p> <ul style="list-style-type: none"> • Say what they like and dislike about the design of existing products. • Use a graphics program to repeat and fill images to create an appealing design. • Demonstrate some accuracy when cutting around a fabric shape. • Create a seam using a running stitch. • Explore blanket stitch to join fabric or embellish • Choose appropriate fabric to add decoration. <p>Some children will be able to:</p> <ul style="list-style-type: none"> • Suggest improvements to existing products. • Experiment with images and layout using a computer generated design. • Precisely cut around a fabric shape. • Use different types of stitches • Carefully select fabrics to add decoration that suits the purpose.
<p>Science</p>	<p>Content</p> <p>Working Scientifically</p> <ul style="list-style-type: none"> ▪ asking simple questions and recognising that they can be answered in different ways ▪ observing closely, using simple equipment ▪ performing simple tests ▪ identifying and classifying using their observations and ideas to suggest answers to questions ▪ gathering and recording data to help in answering questions <p>Uses of Everyday Materials</p> <ul style="list-style-type: none"> ▪ identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. 	<p>All children should be able to:</p> <ul style="list-style-type: none"> ▪ Identify different uses of everyday materials. ▪ Record their observations. ▪ Demonstrate and explain how shapes of objects made from some materials can be changed. ▪ Explain what recycling means. <p>Most children will be able to:</p> <ul style="list-style-type: none"> ▪ Compare the uses of different everyday materials. ▪ Compare the suitability of different everyday materials. ▪ Explain the basic progress of recycling. ▪ Explain the advantages of recycling <p>Some children will be able to:</p> <ul style="list-style-type: none"> ▪ Classify the uses of different everyday materials.

	<ul style="list-style-type: none"> ▪ find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. <p>Aims</p> <ul style="list-style-type: none"> ▪ develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics ▪ develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them ▪ are equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future. 	<ul style="list-style-type: none"> ▪ Compare and explain the suitability of everyday materials in different circumstances. ▪ Use their observations, ideas and experiences to ask and answer simple questions. ▪ Suggest reasons for specific outcomes. ▪ Explain how recycling impacts positively on the environment.
<p>PSHCE</p>	<p>Jigsaw Scheme of Work Unit 2 – Celebrating Difference</p> <p>(PSHE Association – Relationships KS1)</p> <p>5- Share opinions on things that matter to them and explain their views through discussions with one other person and the whole class</p> <p>8- Identify and respect the differences and similarities between people</p> <p>11- Know that people’s bodies and feelings can be hurt</p>	<p>All children should be able to:</p> <ul style="list-style-type: none"> • name one way that my friend is different from me • give a reason why my friend is special to me <p>Most children will be able to:</p> <ul style="list-style-type: none"> • identify some ways in which my friend is different from me • tell you why I value this difference about him/her <p>Some children will be able to:</p> <ul style="list-style-type: none"> • compare myself with a friend and describe the similarities and differences between us • express how I feel about our similarities and differences
<p>RE</p>	<p>Kirklees Agreed Syllabus Unit 2.2 – How do we make good choices?</p> <p>A. Investigate the beliefs and practices of religions and other world views, including:</p> <p>1. Beliefs and authority: core beliefs and concepts; sources of authority including written traditions and leaders;</p> <p>C. Investigate how religions and other world views influence morality, identity and diversity, including:</p>	<p>All children should be able to:</p> <ul style="list-style-type: none"> • Explore and talk about different rules using examples from stories and real life <p>Most children will be able to:</p> <ul style="list-style-type: none"> • Re-tell stories about religious and non-religious rules, suggesting some meanings • Find out about and give examples of different religious rules. • Begin to express ideas about what makes a good rule and why these are important in helping people to live together co-operatively. <p>Some children will be able to:</p>

	<p>Moral decisions: teachings of religions and other world views on moral and ethical questions; evaluation, reflection and critical responses</p> <p>SMSC LINKS: Spiritual - thinking about the ways Christians and Muslims behave, and looking for links to their own lives Moral - considering making the right choices in life and thinking about the fairness of some people being less fortunate than others. Social - exploring questions about local leaders and role models in the community; Cultural - engaging with the Muslim and Christian culture and beliefs.</p>	<ul style="list-style-type: none"> • Explore a range of stories relating to religious and non-religious rules, suggesting some meanings. • Make links between their own values and religious values and rules.
<p>Computing</p>	<p>Content (Switched On Computing Unit 2.2 – We are games testers)</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions ▪ create and debug simple programs ▪ use logical reasoning to predict the behaviour of simple programs ▪ use technology purposefully to create, organise, store, manipulate and retrieve digital content ▪ recognise common uses of information technology beyond school ▪ use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. 	<p>All children should be able to:</p> <ul style="list-style-type: none"> • Understand that computer games are made up of precise instructions for the computer to follow. • Understand that computer programmers will have implemented many algorithms in making a computer game. • Use logical reasoning to make predictions about what happens next. • Suggest ways in which simple computer games could be improved • Be aware of and observe age restrictions on commercial games. • Know that they should tell their parents or carers if they are concerned about something in a computer game. <p>Most children will be able to:</p> <ul style="list-style-type: none"> • Describe clearly what happens in a computer game • Conduct tests to check their predictions • Notice common features in several game algorithms • Understand that playing computer games should be balanced with other activities. <p>Some children will be able to: (as above plus...)</p> <ul style="list-style-type: none"> • Explore the Scratch source code for simple computer games • Make changes to the Scratch source code for simple computer games • Reflect on what makes games enjoyable and sometimes addictive

	<p>Aims</p> <p>The national curriculum for computing aims to ensure that all pupils:</p> <ul style="list-style-type: none"> ▪ can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation ▪ can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems ▪ can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems ▪ are responsible, competent, confident and creative users of information and communication technology. 	
<p>PE</p>	<p>Content (Dance)</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ perform dances using simple movement patterns. <p>Aims</p> <p>The national curriculum for physical education aims to ensure that all pupils:</p> <ul style="list-style-type: none"> ▪ develop competence to excel in a broad range of physical activities ▪ are physically active for sustained periods of time ▪ engage in competitive sports and activities ▪ lead healthy, active lives. 	<p>KS1 Power of PE Scheme outcomes:</p> <ol style="list-style-type: none"> 2. Demonstrate changes of direction, speed & level during performances or in competitive environments 3. Show an awareness of how the body changes/functions during exercise 4. Perform and repeat sequences of movements 8. With guidance participate displaying respect, fair play and working well with others
<p>Music</p>	<p>Content</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ use their voices expressively and creatively by singing songs and speaking chants and rhymes. 	<p>All children should be able to:</p> <ul style="list-style-type: none"> • Enter <p>Most children will be able to:</p> <ul style="list-style-type: none"> • Understand

- play tuned and untuned instruments musically.
- listen with concentration and understanding to a range of high-quality live and recorded music.
- experiment with, create, select and combine sounds using the inter-related dimensions of music.

Aims

The national curriculum for music aims to ensure that all pupils:

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians.
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence.
- understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

Some children will be able to:

- Appreciate